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ABSTRACT

This document presents the results of a project to improve and clarify the Cooperative Education curricula offered by the community colleges of Arizona. The first section overviews cooperative education by discussing and/or defining concepts related or inherent to cooperative education: relevancy, skills application and skills development, alternate and parallel plans, coordination, employment/training, student participation, and advantages to students, employers, and the college. A glossary is divided into terms related to cooperative education and terms not related to cooperative education. The definitions given are an attempt at a common terminology for Arizona Community Colleges. The next part presents these exhibits: a list of minimum requirements to qualify for cooperative education funding and blank and sample application forms for approval of programs in cooperative education. A final section summarizes innovative methods for implementing cooperative education at five Arizona community colleges: Maricopa, Mohave, Pima, Navajo, and Cochise Community College Districts. Emphases include procedures for assigning semester credit hours, methods for phasing on-the-job work experience with a related vocational class, and student qualifications for entering the program. (YLB)

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COOPERATIVE EDUCATION IN COMMUNITY COLLEGES OF ARIZONA

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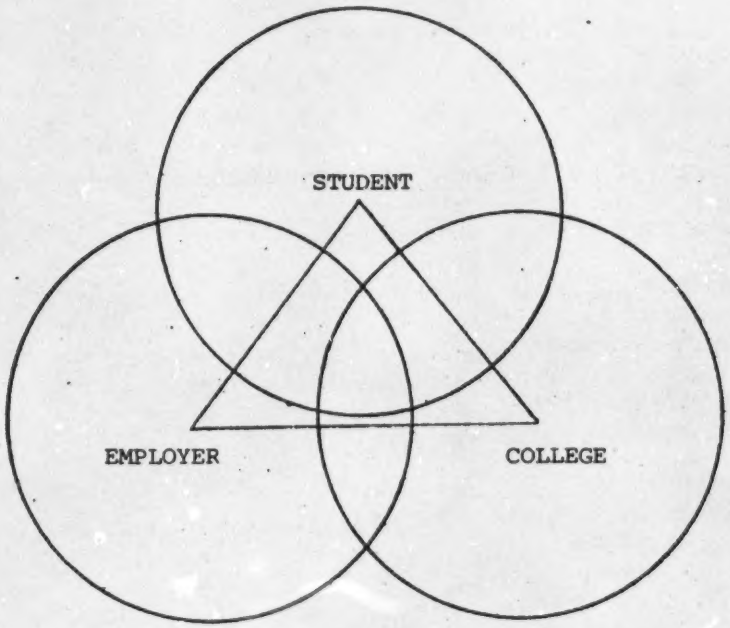
COOPERATIVE EDUCATION



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INTRODUCTION

For some time, leaders in Cooperative Education in Arizona have advocated the need to improve and clarify the Cooperative Education curricula offered by the community colleges of Arizona.

To meet this need, the Associate Director for Educational Services of the State Board of Directors for Community Colleges of Arizona prepared a request for a grant proposal. Recognizing the value of this project, the community college Presidents' Council recommended this project and the State Board of Directors for Community Colleges of Arizona approved this action. The grant proposal was successful. A grant was awarded by the Research Coordinating Unit of the Arizona Department of Education.

The specific objectives of this project include:

1. Determine a common terminology.
2. Classify course offerings.
3. Determine efficient methods of delivery.
4. Determine a standard procedure for assigning semester credit hours.
5. Suggest improved methods for phasing the on-the-job work experience with a related vocational class.

To this end, this document has achieved the objectives listed above. However, the achievement of these objectives would not have been possible without the many hours of dedicated committee time expended by the Cooperative Education Advisory Council. The project staff expresses a sincere gratitude for their splendid cooperation, valuable suggestions and final validation.

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The project staff would also like to thank Jerry Bowman of the Arizona Department of Education who did a superb job as liaison among the Arizona Department of Education, the Advisory Council, and the project staff.

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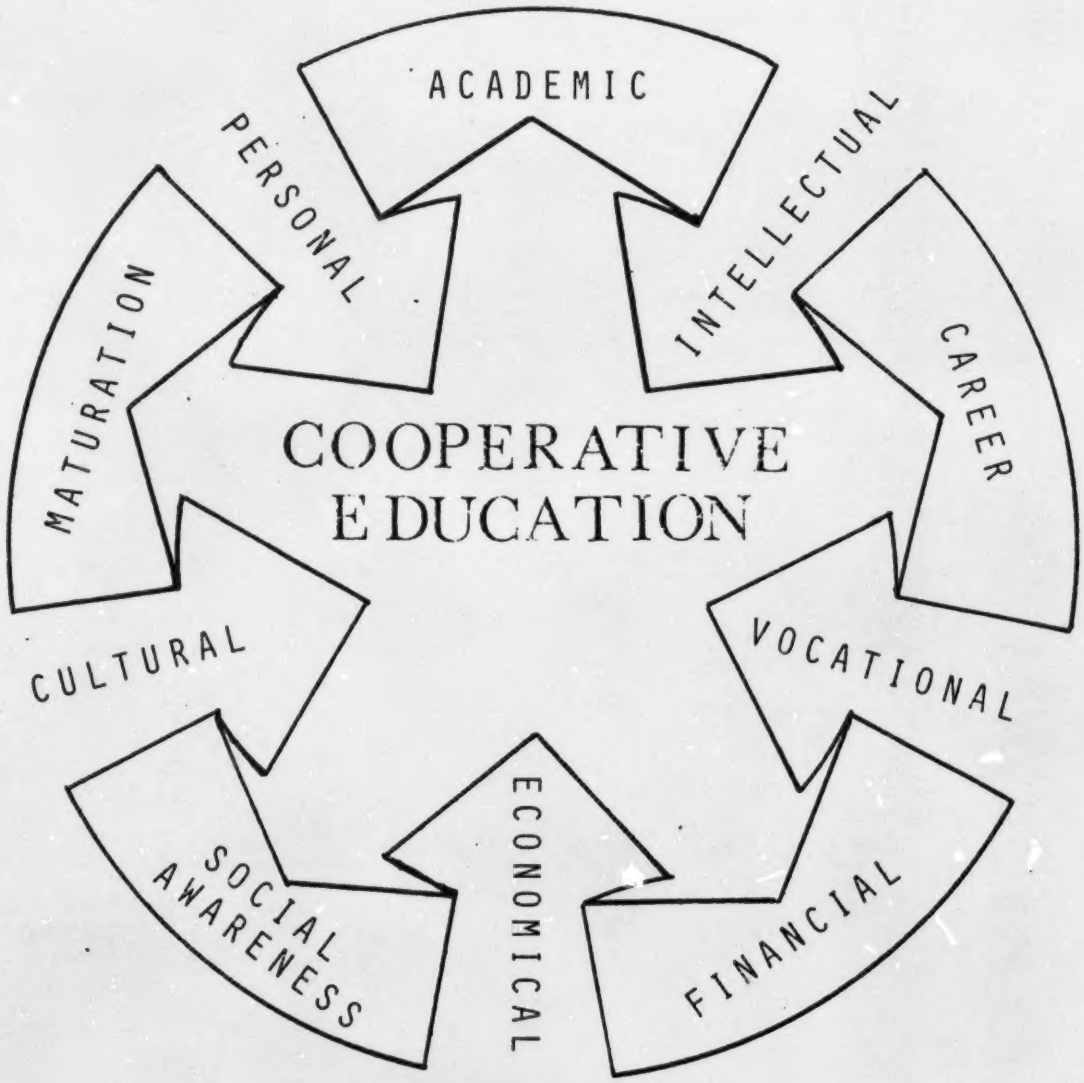
ARIZONA
COMMUNITY COLLEGES



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Courtesy of: Cooperative Education Training Center
Auburn University, Auburn, Alabama

COOPERATIVE EDUCATION

COOPERATIVE EDUCATION MAY BE DEFINED AS WORK-COLLEGE EXPERIENCES THAT INVOLVE THE COMBINED EFFORTS OF EDUCATORS AND EMPLOYERS TO ACCOMPLISH AN OUTCOME RELATED TO THE CAREER OBJECTIVES OF THE STUDENTS.

- Cooperative Education is formally structured and supervised.
  - Employment must be an essential element of the educational process.
  - The student's employment should be related as closely as possible to his or her field of study and individual goals.
  - The training experience should ideally increase in difficulty and responsibility as the student progresses through the curriculum.
- Relevancy. Cooperative Education is an excellent response to the current demand for greater relevancy. It eases the progression from knowledge to performance and also satisfies the need for reality in learning. Learning becomes a continuum. Cooperative Education is a program that involves a mutual relationship among the student, the employer, and the college where all three parties benefit from the association.

  The "typical" student enrolled in an Arizona community college is no longer a single male who recently graduated from high school and is enrolled as a full-time day student at the college. The current profile of a "typical" student is most likely a female student, about 30 years of age, who is attending classes during the evening as a part-time student. She may, or may not, be married with equal probability. In most instances, today's student is seeking skills

upgrading or retraining for upward or lateral job mobility. The greater number of these students are already situated in a job and have the security of a home, family, and friends. They have returned to college to redirect and/or rededicate their lives. Thus, Cooperative Education relates to already employed students by providing skills application education while unemployed students may profit from skills development education.

- Skills Application and Skills Development are two strategies used in the on-the-job portion of the program.
  - Skills Application occurs when a student applies the knowledge and skills gained in the classroom prior to their application in a practical work situation. This mode of Cooperative Education bridges the gap between the theoretical and the actual while keeping the student's perceptions realistic. Students may refine the skills and knowledge learned in the classroom.
  - Skills Development occurs when skills and knowledge are developed concurrently in the classroom and on-the-job. This mode enables a student to develop occupational skills that ordinarily cannot be developed in the college classroom. The student is exposed to methods not taught in the classroom and has access to equipment not formally found in the college laboratory.
- Alternate and Parallel Plans are two modes of instruction commonly used in Cooperative Education.
  - The Alternate Plan occurs when the student alternates between attending college full time and working full time in a job that relates to the student's career goal. Frequently, the student attends college for one semester, then works on a job

for one semester.

- The Parallel Plan occurs when the student concurrently participates in classroom instruction and work.

- Coordination of a Cooperative Education program is essential to achieving maximum effectiveness for the student, the employer, and the college. To attain a level of satisfaction for all parties, the college employs a qualified Coordinator who must have:
  - the ability to maintain good communications with faculty, community, employers, administrators, and students.
  - the appropriate subject matter background.
  - occupational experience.
  - professional training as a teacher.
  - the ability to select and develop training stations.
  - the ability to match the student with an appropriate training experience.
  - sufficient time for student conferences and on-the-job visits.
  - the ability to assess, recommend, and promote related classroom learning to enhance learning on the job.
  - the competency to act as an advisor.
  - the ability to assist with writing and measuring learning objectives.
- Employment/Training takes place when an employer forms a partnership with the college and the student where the employer is engaged in a joint effort to more fully develop job skills. However, success in this joint venture is dependent upon the emplcyer:
  - having a clear understanding of the program.
  - having a sincere interest in participating.
  - being willing to work as a team with the coordinator.

- recognizing that the program is for training and not just placement in employment.
- accepting and helping develop a training plan and/or learning objectives.
- providing a supervisor who can help the student and evaluate progress.
- being sensitive to students' needs for recognition, guidance, and direction.
- having attitudes receptive to working with students with diverse needs.
- providing training that is compatible to a student's career objectives.

- Student Participation. In any partnership, each partner must make significant contribution if the goals of the partnership are to be attained. The student's responsibilities are to:
  - analyze his/her own needs, interests, and abilities.
  - be aware of the potential opportunities and satisfactions in the occupational field.
  - make decisions and plans to achieve goals and aspirations.
  - have the adequate skills, knowledges, and flexibility to make the training experience successful.
  - be fully aware of all requirements of the program.
  - be willing to make a commitment to all aspects of the program.
- Advantages. A Cooperative Education program offers numerous advantages to students, employers, and the college. A number of these advantages have already been mentioned here. Some additional advantages to the students, to the employer, and to the college in their three-way partnership may be identified as follows:

- Student. The student has the opportunity to test his/her interest in and suitability for the occupation he/she is learning.
  - The transition from college to work takes place gradually under the skilled advisement of a coordinator.
  - It frequently affords a student a means for paying his/her own way.
  - Studies have indicated that Cooperative Education students have a greater motivation to study than if he/she did not have the opportunity to work.
  - Coop students become more sure of themselves in the world of work and exhibit greater job stability once job placement has taken place. Students learn valuable lessons in human relations through the association with people in a job environment.
  - Those older students who are already employed are redirected, upgraded, or retrained by gaining new insights.
  - Employability and earning power are increased.
  - Education is related to the world of work.
  - Increases the accessibility for continued education.
  - Employee-supervisor communications are strengthened and enhanced.
  - Affords the student the opportunity for a realistic job performance, appraisal, and evaluation by the employer.
- Employer. Training costs are reduced and employees are assisted in preparation for advancement.
  - A source for trained personnel is established.
  - Employee motivation is enhanced.

- An incentive for employees to return to college is provided.
- Meaningful contact with a college is provided.
- Recruitment of qualified, professional employees is facilitated.

- College. The best and actual equipment is made available to the students without the college incurring the cost.
  - Since students earn salaries while working, limited financial aid resources are freed for other students.
  - Because Cooperative Education courses can be scheduled throughout the year, a college's physical plant can be utilized continuously for Coop classroom work.
  - A response to specific employment needs is facilitated.
  - Faculty are more apt to stay abreast of changes in their field.
  - Faculty can bring fresh insights to their teaching.
  - A better rapport is established between the college and the community.

GLOSSARY

Cooperative Education*

1. Alternate Plan - *A* mode of cooperative education *where* students alternate between college full-time and work full-time in a job *that* relates to *their particular* education *and/or* occupational goal.

2. Coop - *An* abbreviated form *for* cooperative education.

3. Cooperative Education - Work/college experiences *that* involve *the* combined efforts *of* educators and employers *to accomplish an* outcome related to *the* career objectives *of the student and is* more formally structured and supervised than work experience programs.

4. Career Objective - *A* specifically recognized objective selected by *the* student, *the* attainment *of which is the* purpose for *his/her* vocational instruction.

5. Coordination - *The* process of organizing, developing, *or* maintaining *effective* relationships among *all* groups and individuals *involved* in *a* cooperative education *program.*

6. Coordinator - *The term used to describe the* faculty person responsible for a cooperative plan of instruction. Sometimes *referred to as a(an):* instructor-coordinator, counselor-coordinator, *or* coordinator.

7. Employability - The result of work-college experiences *that* provide *students with a* broad background of marketable skills *which may be* used for gainful employment.

8. Experiential Education - *Refers to the many* practices of utilizing out-of-classroom, off-campus resources as *a* learning laboratory. *A* term *which* includes cooperative education, service-learning, internships, externships, practicums, *etc.* Learning by doing.

9. Parallel Plan - *A* mode of cooperative education *where* students attend college part-time *and* work part-time on a job *that* relates to *their particular* educational *and/or* occupational goal *and where* on-the-job training and classroom work are concurrent.

10. Related Class - *Classwork* designed to develop skills *that* can be applied during *a* cooperative education experience.

11. Skills Application - *A* plan *that enables a* student *to* apply *the* knowledge and skills *he or she has* developed in *the* classroom on *a* "real" job situation.

12. Skills Development - *A* plan *that enables a* student *to* develop

occupational skills on *the* job, *that* cannot *for various reasons* be developed in *the* classroom or laboratory.

13. Training Station - *The* student-work location *where* skills application *or* skills development takes place.

*NOTE: The terms defined in this glossary were developed as a model for Arizona Community Colleges only.

GLOSSARY

Not Cooperative Education

1. Advancement Curriculum - *A series of* short units or courses *for* employed adults, *emphasizing the development of* competencies *which* upgrade current employment qualifications *or are necessary to qualify for a* specific level of job opportunity; *sometimes referred to as* certificate programs *or packaged courses for supplementary instruction.*

2. Apprenticeship Training - *Occupational training undertaken by a* trade or industry, *usually* in cooperation *with an* educational institution. *The training program usually is* designed by a committee of employer-employee representatives *and* directed by them. *The apprentice works under a* written agreement and is paid *a graduated percentage of the journeyman while in training.*

3. Clinical Experience - Firsthand participation *in* patient and patient related services *occurring as part of an* educational program *in* nursing or Allied Health. Students are under constant faculty supervision *while* participating in patient care *activity.*

4. Directed Practice - *A* specific supervised activity *usually associated with* in-service programs; *involves* individualized or small-group supervision *in which a* faculty member guides and assists a student *who is undertaking to employ* new skills, e.g. student teaching.

5. Externship - *A* follow-up experience *for students which builds onto and comes* several years after the intern activity. *Conducted under the* supervision *of a* faculty coordinator.

6. Field Study Experience - *An* occupational activity for *which* data *are* gathered from *a* source outside of *a single* classroom or community college. *This* course *is often* used in contradistinction to laboratory/shop study, *meaning that* data *are* obtained from sources other than *a* laboratory/shop. Students contract *for the number of semester hours* credit prior to *beginning the* activity. *This* course is conditionally approved for vocational FTSE funding.

7. Independent Study, Special Projects, Special Topics - *An* activity *in which* students carry on *their* studies without attending formal classes *and* consult periodically with *one or more* faculty *members for direction and assistance. It is* frequently *an* individually designed learning activity *that* has a behavioral objective related to *the* individual's occupational goal. Students contract *for the number of semester hours* credit prior to *beginning the* activity. *This* course is conditionally approved for vocational FTSE funding.

8. Internship - *A* period of time *spent in a* business, industry or other agency *for the purpose of providing the student with*

opportunities to gain insight and direct experience related to one or more functions of that organization. Internships are usually conducted under the supervision of a coordinator. The intern may, or may not, receive a stipend.

9. Occupational Education - An organized sequence of learning experiences on a regular or systematic basis consisting of occupational theory, practice, and skill development for students.

10. On-the-Job Training - Instruction in the performance of a sequentially planned job given to an employed worker by the employer during the usual working hours of the occupation.

11. Practicum - (1) A course of instruction aimed at closely relating the study of theory and practical experience, both usually being carried on simultaneously; (2) An academic exercise consisting of study and practical work. The student customarily does not receive a stipend.

12. Project - Any individually designed learning activity that has a behavioral objective related to an individual's occupational goal and is to be accomplished in a specified length of time; an independent activity usually completed in a laboratory environment.

13. Seminar - An instructional technique in which a group of students engage in research or advanced study; meets under the general direction of one or more faculty for a discussion of problems of mutual interest.

14. Special Problems - (See Workshops)

15. Special Projects - (See Independent Study)

16. Special Topics - (See Independent Study)

17. Work Experience - On-the-job experiences designed to improve the employability of participants including a variety of programs that are less structured and used in a broader content than cooperative education.

18. Work Exposure - Experiences which provide students with the opportunity to observe and systematically sample a variety of work conditions in order to determine whether they wish to pursue certain careers and to ascertain their suitability for occupations being explored.

19. Workshops, Special Problems - An instructional method in which persons with common occupational interests and problems meet with appropriate specialists to acquire necessary information and develop solutions through group study. Activities are usually residential and of short, concentrated duration. Students contract for the number of semester hours credit prior to beginning the activity. This course is conditionally approved for vocational FTSE funding.

20. Work Study - *A* program designed to provide financial assistance *through* part-time employment. *The amount of part-time employment is* based on the financial need of *the* student *and it is* not necessarily related to *his* career objective.

*NOTE: The terms defined in this glossary were developed as a model for Arizona Community Colleges only. These terms should not be confused with the terms found in the Glossary for Cooperative Education.

Minimum Requirements to Qualify for Cooperative Education Funding

1. The course title must include the term "Cooperative Education." (Course Approval Applications must be submitted on form VT-4).

2. The supervised training is related to the career objective of the student.

3. The student should receive pay for the tasks performed but in specific cases where the student can derive valuable experience and is willing to work with no pay, credit can still be earned.

4. Semester hours of credit will be granted at the rate of one credit per minimum of 75 hours work.

5. Students may earn a maximum of 18 semester hours of college credit in Cooperative Education.

6. The student will be required to attend a Cooperative Education seminar directed by the coordinator.

   OR

   The student will concurrently enroll in a course within the discipline directly related to his/her career objective.

7. A faculty member who is certificated in the vocational discipline of the student's major is required to coordinate the student's Cooperative Education program or an individual who qualifies for certification with methods courses related to Cooperative Education.

8. Individual training objectives will be formulated cooperatively by the student, the employer, and the coordinator, and approved (signed) by all three parties.

9. A final evaluation will be made each semester on the student's progress, based upon the additional occupational competencies he/she has gained during the training period as related to the individual training objectives.

10. A written training agreement is reguired that describes the mutual interest of the student, employer, and college in sponsoring the coop program.

11. A time card will be completed and delivered at regular intervals. The time card must be signed off by the employer.

12. Initial placement services and follow-up are considered basic to all Cooperative Education programs.

13. A local Advisory Committee is required.

14. Duplicate funding must be avoided.

STATE COMMUNITY COLLEGE BOARD VT-4

APPLICATION FOR APPROVAL OF PROGRAMS IN COOPERATIVE EDUCATION

NAME OF COLLEGE DISTRICT: _____

CATALOG COURSE NO.	TITLE	OCCUPATIONAL EDUCATION CODE	CREDIT SEM. HRS.

OCCUPATIONAL AREA: _____

PROGRAM MEETS THE FOLLOWING CRITERIA: (Check those that apply.)

_____ 1. The course title must include the term "Cooperative Education."
_____ 2. The supervised training is related to the career objective of the student.
_____ 3. The student should be paid wages and will earn college credit.
_____ 4. Semester hours credit will be granted at the rate of one credit per minimum of 75 hours work.
_____ 5. Students may earn a maximum of 18 semester hours credit.
_____ 6. A correlated seminar or related class is required.
_____ 7. A coordinator or faculty member certificated in the discipline of the student's major is required to monitor the student's progress or an individual who qualifies for certification with methods courses related to Cooperative Education.
_____ 8. Individualized training objectives are required for each student.
_____ 9. A final evaluation of the student's progress is required at the end of each semester.
_____ 10. A written training agreement is required between the student, the college, and the employer.
_____ 11. A time card, signed by the employer, will be delivered by the student to the coordinator at regular intervals.
_____ 12. Initial placement and follow-up will be provided.
_____ 13. A local Advisory Committee is required.
_____ 14. Duplicate funding must be avoided.

EXPLAIN REASON FOR NOT CHECKING OTHERS:

SIGNED: _____ _____
(Authorized College Official) (Date)

DATE AUTHORIZED BY DISTRICT GOVERNING BOARD: _____

SEMESTER COURSE TO BECOME EFFECTIVE: _____

S A M P L E

STATE COMMUNITY COLLEGE BOARD

Application for Approval of a Program in Cooperative Education

College District: *Maricopa District*

Catalog or Course No.	Title	Occupational Education Code	Credit Sem. Hrs.
OE 201	*Cooperative Education - Office Occupations*	*10-1410*	*3*

Occupational Area: *Office Occupations*

OE Code: *System Explained:*

First two digits = subject matter area

Example: 10 = Cooperative Education

Second two digits = Vocational Service Area

Example: 10-14 = Office Education

Third two digits = kind of learning experience

Example: 10-1410 = Cooperative Education

10-1411 = Work Exposure

10-1412 = Work Experience

HOW COOPERATIVE EDUCATION IS IMPLEMENTED IN ARIZONA

Arizona's community colleges have strived to make education relevant and meaningful to the student by providing related classroom instruction and on-the-job experiences which are coordinated into a planned program of instruction in relation to the student's career interests and goals. Of prime concern to community college philosophy is the student. Education is the right of everyone and the "life-long learner" is the aim and goal for all of Arizona's community colleges.

When considering cooperative work experiences in the State of Arizona, it must be realized that certain geographical and population factors must be taken into consideration. Unlike most States, Arizona does not have an even distribution of its population. There are long distances between major areas of population. Arizona is sparsely populated with the exception of a few population centers such as Phoenix, Tucson, Yuma, and Flagstaff. Hence, participating employers are also concentrated in these metropolitan centers. As a consequence, many of Arizona's community colleges have adopted innovative methods for implementing the Cooperative Education, particularly at the rural community colleges where on-the-job experiences are limited.

MARICOPA COMMUNITY COLLEGE DISTRICT

Work experience must be related to the student's field of study and occupational goal. The cooperative work experience takes place at work stations approved by the college. Employers must be willing to enter into training agreements with the college and the student-employee.

The determination for college credit for Cooperative Education

during the semester is based on the following:

1. Completion of a minimum of 80 hours of work per semester for each credit to be earned to a maximum of four credit hours.
2. Successful achievement of one objective for each credit to be earned.
3. Complete student report form (accomplishment of objectives at the end of the semester).
4. Completed time cards from the first day of classes to the last day of regularly scheduled classes.

The qualifications for a student enrolling in a Cooperative Education program are as follows:

1. The student must be concurrently enrolled in at least one class related to the job/coop subject area.
2. A student must maintain an enrollment ratio of two hours credit in other courses for every one hour of Cooperative Education credit (excluding radio and television).
3. A maximum of 16 hours of Cooperative Education credit is allowable in a college program.

Faculty members from the respective disciplines are utilized as Coordinators for Cooperative Education students. Within the Coordinator's role are the following responsibilities:

1. Approving students for enrollment.
2. Advising students on a one-to-one basis.
3. Assisting students in developing objectives.
4. Assisting employers to evaluate the student's success in achieving the stated objectives.
5. Serving as a liaison between the campus and the community college, student, and employer.

6. Meeting with prospective students and the signing of the application. The Coordinator assures that the employment is related to the student's career goals and that the employment qualifies for the Cooperative Education program. Instructors are encouraged to meet with students on campus shortly after classes begin.
7. Complete a minimum of two on-the-job visits. The student, Supervisor, and Coordinator are to be present at each visit.
8. Review student time cards to determine if work time requirements are being met. Assures that the student time cards are turned in monthly.
9. Submit to the College Cooperative Education Office by the end of the third week, a copy of the signed training agreement with approved objectives and visitation verification.
10. Submit student's grade, completed copy of training agreement, time cards, student objective report form, and all other student records at the end of the semester to the College Cooperative Education Office.

MOHAVE COMMUNITY COLLEGE DISTRICT

Mohave Community College has three main centers for education; Kingman, Lake Havasu City, and Mohave Valley. Prospective participating employers are contacted by the Coordinator of Cooperative Education. Participating employers, the Coordinator, and the student determine the objectives to be achieved. In many instances, the students are employed as apprentices in trades such as Quality Control, Mechancial Maintenance, Electrical Maintenance and Tool Room Trades. Consequently, objectives are tailored so that the apprentice may achieve skills that are required in their daily work

activities. The student is also required to take college courses that are related to this field of work.

The determination for college credit for Cooperative Education during the semester is based on the following:

1. Completion of 90 hours of work per semester for each credit to be earned to a maximum of three credit hours.
2. One hour credit is awarded for classroom participation.
3. The employer (training sponsor) evaluates the student's work experience and reports the student's progress to the Coordinator at the end of each semester. College credit is granted to students who show satisfactory progress during the semester.

The qualifications of a student enrolling in a Cooperative Education program are identified as follows:

1. Make application of job objectives stating what the student wants to accomplish; the period of time needed to accomplish each objective; how the student will measure each objective.
2. There must be a minimum of three objectives.
3. Methods of measuring objectives may include:
   a. Evaluation by the immediate supervisor.
   b. Successful grade on a written test.
   c. Taking a survey.
   d. Completing a term paper.
   e. Completing a special project.
4. Work experience must relate to career goals.
5. Work experience is supplemented by related classroom instruction.

PIMA COMMUNITY COLLEGE DISTRICT

Pima Community College offers Cooperative Education in two modes - Parallel and Alternating plans. Parallel plan students work part of each day and attend school part of the day. Alternating plan students work full time and are registered in only one classroom course. Parallel plan students attend 15 hours of related instruction per semester, work a minimum of 15 hours per week for 15 weeks and receive 3 semester hours credit. Alternating plan students attend 15 hours of related seminars each semester, work 40 hours per week for 15 weeks and receive 6 semester hours credit. Students can acquire a maximum of 12 semester hours credit in Cooperative Education toward an Associate degree.

Pima Community College employs four full-time Coop Teacher/Coordinators, one Associate Director and one Director. They are all vocationally certified. The Associate Director and Director are responsible for teaching the related in-house courses, "Human Relations in Business and Industry" and "Cooperative Management Training." Each Coordinator is assigned 100 to 125 students. This allows the Coordinator to make at least two coordination visits to each student's work station during the semester. Currently, Pima College enrolls between 400 to 500 students each semester in Cooperative Education.

So that no more than one Coordinator calls on a business or a government office, the more than 400 different work stations in the Tucson area are specifically assigned to individual Coordinators. In addition, students, regardless of their vocational area, are assigned to the same Coordinator for the related class as well as on-the-job coordination.

Students are assisted in Cooperative Education by one of three methods:

1. Career Development - Students who are already employed, and who may desire to move upward in a career area, or perhaps switch to another career area, are identified as being in Cooperative Education for the purpose of career development. Students in this category are advised by a Cooperative Education Coordinator and assisted in establishing a plan which will contain immediate objectives and long-range goals. These students will follow the plan of action in order to further develop their career. In order to provide more services to the community work force, Cooperative Education Coordinators contact business firms and explain the career development approach to employers. Any employees of that firm desiring to meet with the Cooperative Education Coordinator may make an appointment at that time, even though the employee may not be, at that time, a student of Pima College.
2. Skills Application - Students who may be employed and who have learned a skill are identified as being in Cooperative Education for the purpose of skill application. An example of this is the Office Education major who possesses typing and shorthand skills and desires to apply these newly acquired skills in a real work situation.
3. Skills Development - Students who have acquired classroom theory and need a laboratory in which to practice these skills are identified as being in Cooperative Education for the purpose of skill development. An example would be a person majoring in Hotel-Motel Management, Food Service area.

The student is placed in an establishment where practice in cooking skills, under the direction of an on-the-job supervisor, is accomplished.

Cooperative Education Coordinators work very closely with the students and their employers in formulating job-related learning objectives. Conferences are held during the semester to discuss these objectives and to ascertain the student's level of participation, human relations, work attitudes, and future potential.

Cooperative Education students at Pima College follow a comprehensive program for a maximum of four semesters. They may earn three credit hours each semester. Students attend eight, two semester credit hour seminars conducted by Cooperative Education Coordinators.

Semester I

Seminar Content - Introduction to Cooperative Education; Social and Psychological Reasons for Working; Methods of Securing Employment; Preparation of Career and Job-Related Objectives; Evaluation of Student Work Experience.

Semesters II and III - Fall Semesters

Seminar Content - Preparation of Job-Related Objectives for current semester; Aspects of Consumer Survival; Individual Progress and Advancement on the Job; Labor Relations; Role of Management; Retirement and Estate Planning; Evaluation of Student Work Experience.

Semesters II and III - Spring Semesters

Seminar Content - Preparation of Job-Related Objectives for current semester; Taxes; Budgets and Financial Institutions; Insurance; Values; Evaluation of Student Work Experience.

Semester IV

Seminar Content - Preparation of Job-Related Objectives for current semester; Review of Career Objectives; Preparation of research paper related to chosen career field; Evaluation of Student Work Experience.

In addition to the above description of the method of delivery of the Cooperative Education Program at Pima Community College, there are other programs offered that utilize the same method of delivery but are not presently titled "Cooperative Education."

NAVAJO COMMUNITY COLLEGE DISTRICT - (NORTHLAND PIONEER COLLEGE)

Cooperative Education at Northland Pioneer College presents a unique challenge for sparsely populated Northeastern Arizona. The majority of students are older students who do not wish to leave the geographic area for employment. A significant number are already in a "career job" and are seeking upward or lateral mobility. Many of them are redirecting and/or rededicating their lives at a time when they have established friends, a home, a job, and a family to build around. Thus, the approach for Cooperative Education is to tailor a program in whatever manner will be successful for achieving each student's goals. Generally, the students' current jobs are the starting point upon which a program of Cooperative Education is built.

Students may earn up to 16 semester hours credit in Cooperative Education. Students are accepted from all disciplines. In keeping with the Northland Pioneer College philosophy, Cooperative Education Coordinators take the seminar classes to the students who reside in small rural communities. Seminars are scheduled in eight or more different communities each semester. In the larger communities, two seminar sections are offered (12:00 noon to 1:00 p.m. or 6:00 p.m. to

7:00 p.m.), and in the smaller communities one seminar section is scheduled at 6:00 p.m. to 7:00 p.m. These class times may be rescheduled to other times if they prove inconvenient or interfere with the student's work schedule. Students who are self-employed are discouraged from enrolling in Cooperative Education and encouraged to enroll in the Applied Small Business Management Program, which is similar to Cooperative Education.

Large businesses or industries do not readily exist in this community college district. Given the challenges of the small business world, Northland Pioneer College has designed a special course of study just for small business operators. The Parallel Plan of Cooperative Education is emphasized. Major emphasis is given to improving the effectiveness, efficiency, and organization of a small business (less than 20 employees) to meet both family and business goals. Students are given the opportunity to analyze the strengths, and the weaknesses of their own businesses. The development and use of accurate and complete records is stressed.

The Applied Small Business Management sequence consists of six courses specifically designed to assist owner/operators, or managers, in charge of a small business. Each course is assigned six semester credit hours. A total of 36 semester credit hours may be earned by a student. The student is required to work on the job for at least 30 hours each week throughout the semester. This ratio is equivalent to the traditional Cooperative Education ratio of one credit for each 75 hours of on-the-job time per semester. Instead of the traditional weekly, one-hour seminar, a monthly (sometimes more often) seminar is required. The monthly seminars are three to four hours

in length. On-site visitations of the Coordinator/Instructor are made at least once each month.

The full time Coordinators meet with the student's individual faculty member on a regular basis. The full time Coordinators teach the related seminars and make the on-site visitations. Faculty members who teach in the student's discipline are used as Coordinators whenever possible.

To qualify for this program, students must have actively worked in the management of a business for at least three months prior to their enrollment and must continue to work in a business as owner/operator or manager during the period they are enrolled in the Applied Small Business Management sequence. Students sign an agreement with the college with respect to the objectives the student is expected to accomplish. Business transactions are used for record keeping as homework assignments. Class discussions and instruction involve sharing ideas, expressing concerns, soliciting possible solutions to problems, and listening to guest speakers. Students receive individualized consultations and instruction at their place of business on a monthly basis when needed. At the end of each full year, each student is expected to close his/her records in a manner that will lend itself to analysis so that recommendations may be made for improving business management during subsequent courses.

Cooperative Education and the Applied Small Business Management Program are administered under the Dean of Students as the Alternative Learning Unit of Student Services. The Director of Cooperative Education carries the title of Coordinator of Alternative Learning.

COCHISE COMMUNITY COLLEGE DISTRICT

Cooperative Education is offered by Cochise Community College at

both the Douglas and Sierra Vista campuses. In addition, Cochise has the added advantage of utilizing a large military base, Fort Huachuca, for Cooperative Education offerings.

Cooperative Education students may receive college credit for working on jobs that relate to their college or occupational goal. They may work part-time or full-time on off-campus jobs that are either paid or volunteer. The Cooperative Education Program is adaptable to the needs of the students by offering students four different arrangements for accomplishing a student's goal:

1. Parallel Plan - Designed for full-time day students who work part-time.
2. Day-Evening Plan - Designed for full-time employees that attend day and/or evening classes part-time.
3. Alternate Plan - Designed for students who wish to attend college full-time one semester and work full-time the following semester.
4. Project Method - Designed to upgrade presently employed students by having the students write a comprehensive formal report pertaining to an area of interest to the student and his/her related career goals. This report may be developed from:
   a. Routine duties to improve specific day-to-day functions.
   b. Personal goals to develop personal habits or social skills.
   c. Problem solving areas where specific problems can be solved with measurable results.
   d. New job assignments where new learned experiences can be recorded.

e. Promotional goals that may develop a student for advancement by studying and analyzing other positions.

Students may earn four credits each semester; however, by special approval, a student may earn as many as 12 credits during a regular semester. In total, students may earn up to 16 semester hours credit while attending the Cooperative Education Program at Cochise College. Students must also register for a weekly Cooperative Education seminar. The student will not receive any credit in Cooperative Education until all seminar assignments have been satisfactorily completed.

In making application to enter the Cooperative Education Program, the student must state his/her goals in the form of correctly written learning objectives for job performance or a career paper. The planning and writing of learning objectives are emphasized. The employer, student, and Coop Coordinator must all agree with the content of the learning objectives.

The Cooperative Education Program is administered by a Director of Cooperative Education and four full time Coordinators. The Coordinators make the initial contact with perspective employers, counsel students when writing learning objectives, teach the related seminar courses, and make visitations to the employee work stations during each semester.